Arolygiaeth Gofal Cymru
Care Inspectorate Wales

Inspection Report

Clwb Y Ddraig @YGGGLlantrisant

Ysgol Gynradd Gymunedol Gymraeg Llantrisant, Ffordd Cefn Yr Hendy Miskin, Pontyclun, CF72 8TL

07769219417

The inspection visits for this service took place between 29/01/2026 and 06/02/2026

Service Information:

Operated by:	Clwb Y Ddraig CYF
Care Type:	Children's Day Care
Registered places:	24
Main language(s):	Welsh and English
Flying Start service:	No
Receive funding to provide early years part time education:	No
Promotion of Welsh language and culture:	The provider promotes, anticipates, identifies, and meets the Welsh language and culture needs of people.

Ratings:

Well-being	Excellent
Care & Development	Good
Environment	Good
Leadership & Management	Good

Summary:

Children's well-being is at the heart of the setting; they are extremely happy and thoroughly enjoy their time at the club. They develop positive relationships with staff and other children. Children are confident to make choices, and their ideas and feelings are highly acknowledged and valued. They are enthusiastic and interested in their play and enjoy a broad range of engaging opportunities.

Staff understand the club's policies and procedures well and promote healthy lifestyles, safety and wellbeing for children. They manage risks effectively and understand their responsibilities to safeguard children. Staff are good role models, they manage behaviour positively and interact with children in a warm, caring and kind manner.

Leaders provide children with a suitable and safe environment in which they can play and be active. The environment is welcoming and gives children a sense of belonging. Resources are of a good quality and suitable for meeting the needs and interests of the children.

Leaders manage their service well. They have a clear vision and understanding of the care they

offer, and this is shared effectively with others. Leaders consider views of others and use these to benefit the children. Leaders manage staff well and ensure they know their roles and responsibilities. Positive partnerships are fully developed with parents and the school.

Findings:

Well-being — Excellent

Children's well-being is at the heart of the setting. As a result, they are extremely relaxed and settled in the environment, and they have excellent opportunities to make choices and decisions about matters that affect them. Children confidently express their wishes because they know staff listen to them and consider their wants and needs. Children's opinions and interests are highly respected, acted upon and reviewed. Staff promote pupil voice effectively by recording children's ideas on a whiteboard and asking which activities, snacks and toys they would like at the setting. These suggestions directly shape future planning and decisions, ensuring children play an active role in shaping their experiences.

Children feel safe and secure and are clearly familiar with the play spaces available to them. The setting has a very happy atmosphere; children often express their enjoyment through smiles, laughter and lively chatter. They settle quickly on arrival and are familiar with the club's daily routines. Children feel valued and their personal interests, likes and dislikes are frequently considered. Children's personalised avatars are displayed within the setting, creating a strong sense of belonging.

Interactions between children and adults are consistently stimulating and supportive. Children form strong bonds with staff and one another, creating a trusting atmosphere where they feel confident seeking help when needed. For example, a child approached a staff member immediately during a small disagreement and received sensitive support to share and resolve the issue. Children co-operate extremely well and show high levels of engagement and interest in their play. They praise one another readily and are keen to share their achievements, responding enthusiastically when staff celebrate their successes.

Nearly all children thoroughly enjoy their play and learning experiences. They show sustained interest, whether following their own ideas or taking part in planned play opportunities. Children explore resources freely and with curiosity. A small group of older children collaborate enthusiastically on a project using recycled materials to design and build a sports car. They discuss ideas excitedly, solve problems together and adapt their design as they work. Their high levels of engagement, creativity and cooperation clearly demonstrate the extent to which children enjoy and value their play.

Children have many opportunities to become independent at the setting. They have a clear understanding of the rules and expectations and move around the environment confidently. Children use the toilets and basins independently and know where to store their personal belongings. They self-serve their snack from the choices available and pour themselves fresh drinking water. Children freely access toys and resources and consistently move around the setting, demonstrating their ability and freedom to make decisions and direct play and experiences.

Care & Development — Good

Staff follow effective health and safety procedures, which promotes children's well-being. Children access a range of play spaces safely, and staff support their play, learning and physical development whilst at the setting. Staff provide a daily healthy snack, including fruit and fresh water, and they hold valid food safety qualifications. They manage the cleaning routines effectively; they clean and prepare surfaces before mealtimes and encourage children to wash their hands before eating, supporting good hygiene practices.

Staff complete appropriate safeguarding training and demonstrate a good understanding of their safeguarding responsibilities, including the action they must take if they have a concern about a child. They use suitable systems to record accidents, incidents and pre-existing injuries, and parents sign these records. All staff hold Paediatric First Aid qualifications. Staff collect all relevant information about children before they start at the club, and this informs the daily register which details children's allergies, dietary requirements and attendance at pre club sessions.

Staff develop strong and positive relationships with the children. They are warm, patient and kind in their interactions, and their responsive, nurturing approach helps children feel comfortable and relaxed. This sets the tone for interactions across the setting. Staff are observant and recognise when children need support, intervening appropriately; for example, they help small groups of children resolve problems such as sharing toys. Staff model positive behaviour and good manners. They record behavioural incidents appropriately and share this information with parents, in line with the setting's behaviour management policy. Staff are knowledgeable, and they have a good understanding of children's needs and interests and plan effectively to incorporate children's viewpoints.

Staff provide a broad range of play and learning activities that stimulates children's interests. They offer a range of engaging opportunities and ensure children have time to enjoy their experiences. They plan daily in line with children's requests and interests. Children enjoy a wide range of experiences that consider cultural awareness and diversity, such as exploring celebrations including Ramadan, Diwali and Chinese New Year. Staff meet children's individual needs well, they create a caring atmosphere and offer responsive support, for example by helping a child find a quiet space when they need time away from the group. Incidental Welsh is used regularly throughout the setting, and a Welsh-speaking member of staff converses with children in both Welsh and English, depending on their preferences.

Environment — Good

Leaders provide a safe, secure and welcoming environment. They ensure the main door is locked, and they have a visitors' book in place. Staff and leaders carry out daily visual risk assessments and deal promptly with any issues which may arise. They review and assess their written records to check if there are any changes they need to make, to ensure the environment is safe for the children in their care. For example, they have made changes to the use of the school hall following a review of accident records. Leaders have adequate general and fire risk assessments in place which identify steps they take to keep children safe. However, not all risk assessments identify all risks. They also carry out risk/benefit assessments on individual activities. Leaders have evidence of safety checks within the environment including Portable Appliance Testing, heating and firefighting equipment. They carry out regular fire drills, ensuring staff and children understand what to do if there was an emergency situation.

Leaders provide children with different spaces to play. Children can access a large hall, a smaller community room and the use of outdoor space. These areas provide children with opportunities for floor play, large physical play and tabletop play as well as a space to relax and sit comfortably. Cupboards and boxes store a wide range of resources and toys for the children to use in their play. Some are stored in a cupboard which children can access independently, whilst children have to request items from the larger store cupboard. A club board within the community room displays the clubs' rules as well as self-portraits of the children, which promotes the feeling of belonging.

Leaders provide children with good quality equipment which is suitable for the age ranges of children at the setting. Activities and toys are available in sufficient quantity to ensure children have an interesting choice. These include books, sports equipment, some recyclable materials, creative resources and board games. Furniture is suited to the ages of children attending. Leaders utilise the space well to ensure children can experience a range of activities as well as be able to relax and have quiet times.

Leadership & Management — Good

Leaders work positively to provide an effective service. They have a strong management structure which supports the setting, staff, parents/carers and children. For example, the area manager provides regular check-ins with the setting, carrying out observations and providing support on any areas which may need improving. Leaders have created a clear statement of purpose which fully reflects the service provided. They have a wide range of appropriate policies, which are implemented in practice by staff and shared with parents/carers. However, not all policies fully reflect the setting's processes. Leaders engage with Care Inspectorate Wales, promptly completing notifications about changes to staff or updates to the statement of purpose. Leaders keep, store and manage securely all required information for children and staff. They obtain permissions from parents for all relevant activities affecting children's care. Leaders have a good understanding of their responsibilities to promote the Welsh language. They meet the obligations of the Active Offer of the Welsh language.

Leaders carry out an annual quality of care review of the service provided. This review includes the views of parents, children and staff. The report is reflective, highlighting what they do well, where they want to make improvements and the impact on the children. Leaders complete and submit the Self-Assessment of Service Statement (SASS) on time to Care Inspectorate Wales.

Leaders value their staff. There is a positive ethos, and they work closely together to ensure the best experiences for children. Leaders successfully ensure there are enough experienced staff present so children are always well cared for. The staff files we looked at were up to date and demonstrated that leaders undertake relevant checks to ensure staff are suitable to work with children. They conduct regular supervisions and appraisals to support staff in their professional development and training requirements. Leaders ensure they maintain suitable ratios of staff to children to meet children's individual needs.

The setting has positive relationships with parents. Staff are available when parents collect their child, which allows information to be shared. They use an app effectively to send messages and share photographs of daily activities. A notice board in the entrance allows leaders to share information with parents. Parents/carers shared with us that their children are very happy at the setting, the staff know the children really well and ensure everyone is treated equally. They also highlight the support the staff give to children and that the children request more time at the setting if the parents come to pick them up early. Leaders work well with the school, in which they are based, which leads to smooth transitions from school to the setting and allows information, resources and facilities to be shared.

Areas identified for improvement

Where we identify **Areas for Improvement** but we have not found outcomes for people to be at immediate or significant risk, we discuss these with the provider. We expect the provider to take action and we will follow this up at the next inspection.

Where we find outcomes for people **require significant improvement** and/or there is risk to people's well-being we identify areas for **Priority Action**. In these circumstances we issue a Priority Action Notice(s) to the Provider, and they must take immediate steps to make improvements. We will inspect again within six months to check improvements have been made and outcomes for people have improved.

CIW has no areas for improvement identified following this inspection.

CIW has not issued any Priority action notices following this inspection.

National Minimum Standards

Where we find the provider is not meeting the National Minimum Standards for Regulated Child Care but there is no immediate or significant risk for people using the service, we highlight these as Recommendations to Meet National Minimum Standards.

We expect the provider to take action to address these and we will follow these up at the next inspection.

Standard	Recommendation(s)
	No NMS Recommendations were identified at this inspection

Best Practice

Where we think it helpful, we may make best practice recommendations. These are to encourage settings that are doing well to become even better at helping children thrive.

Recommendation(s)
Further develop the risk assessments.
Further develop the policies to make it clearer about setting's processes.

Mae’r adroddiad hwn hefyd ar gael yn Gymraeg

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